

SHREWSBURY PUBLIC SCHOOLS

Facility & Enrollment Study



MISSION STATEMENT

The Shrewsbury public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.

Revised: April 2006



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EXECUTIVE SUMMARY

Preface

The purpose of this report is to provide a long-term school facilities planning document for the school committee, administration, municipal leaders, and community at-large. In addition, a recent visit from the newly-formed Massachusetts School Building Authority (MSBA) indicated that a document such as this will likely be required of all school districts in the near future.

There are two key sources of information that have been used throughout this document. First, is the town manager's enrollment projection from the fall of 2005. All of the school-based and other enrollment projections were derived using that document. Second, is the *Town of Shrewsbury Pre-K Through Grade 12 School Facilities Study* published by Lamoureux ♦ Pagano Associates on 15 October 1997. Much of the school profile data was derived from that study.

We expect that this document will serve as the basis for the community to hire an architectural firm to provide a more detailed study of the proposed options, assign cost estimates, and possibly provide other alternatives to meet our future space needs.

Vision

What will the Shrewsbury School Department look like in 10-20 years?

Certainly, the Shrewsbury Master Plan (April 2001) provides some insight in terms of future development of the town and increased school enrollment. **Section 17:**

Implementation: Public Investments and Other Steps, specifically addresses our topic.

"The most pressing needs are additional schools, public safety facilities, and an expanded network of water and sewer infrastructure."

It is our goal to use this document as a focal point of discussion and as a basis for decision-making for our community's future school facilities. At the same time, we see and understand the other needs this community has with respect to public buildings. A new fire headquarters was recently approved and construction will begin soon. An addition/expansion to the library will soon be presented to the community as well. In order to present a unified and well-planned sequence of building projects to this community, we recommend the establishment of a "permanent building committee". This entity is one that exists in other communities in the Commonwealth and would serve us well as Shrewsbury continues to grow.

Our vision is also impacted by the evolving nature of providing educational services in the public sector. The federal legislation entitled "No Child Left Behind" requires that all students pass the Massachusetts Comprehensive Assessment System tests (MCAS) by the

year 2014 in English and mathematics (including subgroups such as minority, low income, English-learning, and special needs students). The requirement to address the learning needs of students in the subgroups means that districts must provide smaller teaching spaces for those students if they are to be successful.

Finally, we expect that by virtue of having a definitive long-term plan and a permanent building committee to advocate for its success will lead to cost-effective decision making for this community.

Status of School Facilities

The inventory of school facilities in Shrewsbury now totals ten buildings including one leased facility.

School	Grades
Shrewsbury High School	9-12
Oak Middle School	7-8
Sherwood Middle School	5-6
Coolidge Elementary School	1-4
Floral Street Elementary School	1-4
Paton Elementary School	1-4
Spring Street Elementary School	1-4
Beal School	K-1
Beal West (leased)	Kindergarten
Parker Road Preschool*	Preschool

* Special education offices are also located at this facility.

In the last decade the community has invested over \$100M in new construction, renovation, and addition projects. Floral Street Elementary School was constructed in 1997 and Shrewsbury High School in 2002. The Parker Road Preschool addition was completed in 2003. The Oak Middle School renovation project, while still ongoing, was completed enough to allow partial occupancy in the fall of 2004. From 1995 to 2000, twenty-three modular classrooms were adjoined to existing school buildings and remain in service.

Sherwood Middle School:	10 modulares
Coolidge Elementary School:	4 modulares
Spring Street Elementary School:	6 modulares
Paton Elementary School:	<u>3 modulares</u>
Total	23

In addition to the purchase of modular classrooms, overcrowding at Sherwood Middle School resulted in the lease of two office trailers for staff. The office trailers are located in the back of the school and have housed foreign language and special education staff. They are a poor substitute for office space for a variety of reasons to include; safety of staff, inadequate amount of space, lack of communication with main office.

The rationale for this investment in new buildings, modular classrooms, and office trailers was driven by a significant increase in enrollment. Community members could easily understand the data demonstrating the need for additional school buildings. The need in the upcoming decade will now transition from building seating capacity due to enrollment to one of replacement and renovation of existing facilities due to their age.

Next Steps

It seems clear that there are several next steps in completing this planning process.

First, we view this document as an initial planning and discussion tool that will demonstrate our future facility needs and act as the foundation for future work by an architect.

Secondly, we recommend that the school committee ask the community, via the town manager and Finance Committee, for an appropriation to hire an architect. It is expected that a future study and analysis by an architect will provide several key items:

- ▶ a critical analysis of this document and the building priorities presented
- ▶ recommendation(s) for long-term options
- ▶ preliminary cost estimates for each option

Third, we recommend that the school committee consider the merits of recommending a “permanent building committee” to the community to ensure that there is a structure in place to secure an ongoing plan and investment in our facilities into the future.



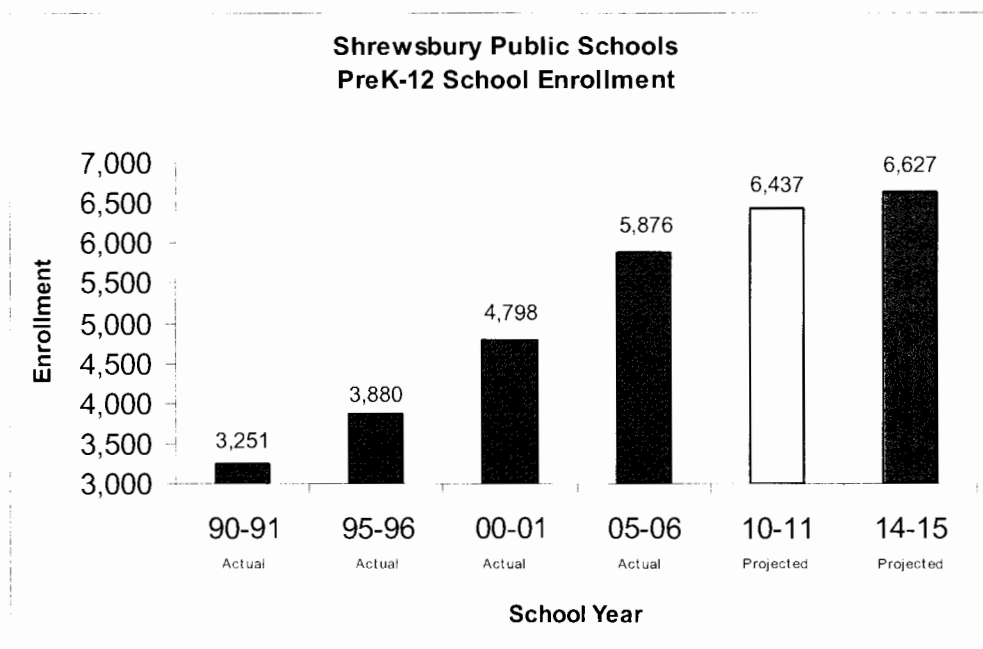
**Shrewsbury Public Schools
Massachusetts 01545**

DISTRICT ENROLLMENT HISTORY & COMMUNITY DEMOGRAPHICS

Each fall the Town Manager's Office publishes an updated enrollment history and projection document. The most recent version is dated October 1, 2005 and it is the basis of the enclosed projection charts and subsequent plan options.

The enrollment projection extends nine years into the future. However, it is critically important to note that through the 2008-2009 school year all projected students are either currently enrolled or already born.

The chart below depicts the dramatic enrollment increase experienced from 1990 to 2005 (blue bars). It also tells us that enrollment will continue to climb in the future and increase by 13% in total from now (2006) to the start of the 2014-2015 school year (red bar).



In the context of this study it is worth highlighting where our enrollment will be increasing because it will not be evenly spread throughout the grades. The table on the following page displays the enrollment forecast by grade level to match our current grade configuration.

Grade Level	2005 Enrollment (Actual)	2014 Enrollment (Projected)	Increase
Preschool	188	347	159
Kindergarten	394	400	6
1-4	1,886	1,950	64
5-6	963	1,006	43
7-8	929	1,033	104
9-12	1,516	1,891	375

Community Profile Marked By Change

In addition to the enrollment data, it is interesting to note some demographic trends in our community and school enrollments.^{1, 2}

Population/Student Enrollment:

Year	Population	Public School Students (PreK-12)	Housing Units	PreK-12 Students per Housing Unit	Ratio of Students: Total Population
1980	22,674	3,790	8,222	.46	16.7%
2000	31,640	4,798	12,696	.38	15.2%
2005	32,938	5,876	12,877	.46	17.8%

With the ratio of students to total population at a peak of 17.4% in 2005, it appears that the growth in town and has been heavily weighted towards families with school-age children moving into town. The students per housing unit rebounding to .46 in 2005, this seems to affirm that new housing is being occupied by families. One can also infer that existing home turnover is realizing a net gain in families with school-age children.

Age Trend:

Year	% Age 19 and Under	% Age 20 and Older	Median Age	% Age 65 and Older
1980	28.9%	71.1%	33.1	11.6%
2000	27.0%	73.0%	37.6	13.5%
2005	24.7%	75.3%	NA	16.8%

The population in Shrewsbury continues to get older on the whole. This is likely attributable to a significant increase in the number of “55 and Over” housing complexes

¹ Massachusetts Population and Housing Characteristics: 1980 Complete Data Count.

² Massachusetts Department of Housing and Community Development.

and each generations ability to live a bit longer. The rising percentage of people “Age 65 and Older” will be a major factor in our building projects proposals in the future.

Race Trend:

Year	White	Non-White
1980	97.9%	2.1%
2000	89.1%	10.9%
2005	NA	NA

While there is no update in the race trend statistic from the local census, School Department statistics show that we rapidly approaching a ratio of 80% white to 20% non-white in our school population. This is a remarkable change in a short period of time from 2000 to 2005.

Enrollment Projection Notes & Assumptions

School-based enrollment projections are extrapolations from the Town Manager’s enrollment projection dated October 2005. For example, the Sherwood Middle School projection for grades 5 and 6 simply depicts in a chart format the enrollment projection as stated in the Town Manager’s district-wide enrollment.

Further, the school-based enrollment projections depict the district as currently configured. Any change in policy regarding grade configurations or school assignments will impact the school-based projections.

a) Preschool Projection:

The enrollment in preschool programs varies widely during the school year. This is because of the fact that as time progresses during the year, more children with special needs are reaching age 3 and become legally entitled to services at that age. In the 2004-2005 school year the preschool enrollment rose dramatically from:

10/1/04	Total enrollment: 174
6/27/05	Total enrollment: <u>214</u>

Increase: 40 students// 23% increase

Projections for future years are based upon a 7% annual enrollment increase (average for last 5 years) of the final enrollment number in June 2005.

b) Kindergarten Projection:

The kindergarten projection combines the capacity of both Beal School and the Beal West site as well. It also assumes two configuration scenarios and thus has a range of capacity from 399 to 551.

c) Elementary Projection:

The elementary projection and capacity assumes all students in grades 1-4 will be attending one of the elementary schools (Paton, Coolidge, Floral St., or Spring St.). While the capacity and projection are very close and may lead one to think we are OK for this band of grades, however we may need to consider a redistricting plan in the future to balance class sizes across the schools.

With four classrooms of “Floral St. School” students attending first grade at Beal in the 2005-2006 school year, it’s clear that we cannot simply shift them back to Floral. This would place that school’s enrollment far over its capacity.

d) Secondary Schools:

One should review carefully the notes on the bottom section of the pages for the Sherwood, Oak, and High School projections. There you will find that for the projection period out to 2014 the vast majority of students are already born and enrolled in our school system. Thus, the projection has a very high degree of becoming reality.



Shrewsbury Public Schools Massachusetts 01545

MAJOR EDUCATIONAL PROGRAM NEEDS

Background

The requirements and systems for delivering educational services in the public sector has changed dramatically in the last several decades. The No Child Left Behind Act has ratcheted up the annual performance requirements for school districts. In many instances this equates to providing more small group or individualized instruction. Thus, more specialized space is now needed in our school buildings to provide this type of instruction.

Coupled with these requirements from both the federal and state government is the changing demographics in Shrewsbury and the subsequent program demands. As noted earlier in this study, 16% of the student population in Shrewsbury is from minority groups. In the 2004-2005 school year, approximately 125 students were serviced in the district's English Language Education (E.L.E. aka ESL Program). At times this type of instruction requires space for specialized services to this population.

As part of new construction or renovation projects we allocate space for more specialized services to students and the additional staff required. Our challenge in the coming years will be to educate our community about these needs and why it is that we convert existing classrooms in older school buildings into E.L.E. rooms, special education classrooms, offices for specialized staff, and technology/electronic research centers.

The table on the following page summarizes the evolution of educational space needs over the last several decades.

With the district's grade reconfiguration in the 2004-2005 school year, classroom space was converted in each of the older elementary schools for special education and the allied arts programs. As part of the district's long-term plan we must maintain these dedicated spaces to ensure program compliance, quality, and equity within the district.

Program Changes = Decreased Building Capacity and Increased Need for Space

A comparison of the “Then and Now” space needs¹ demonstrates how space was used in the past and how it is now allocated.

Program	Then	Now
Classroom	500-600 s.f. Desks in rows, no water	1,000 s.f. learning centers with in-class library and sink (primary grade toilets)
Kindergarten	None or half day	Half-day and increasing demand for full-day, 1,200+ s.f. rooms with toilets and sink
Science	In classroom	Separate science room/lab with water and upgraded electrical
Art/Music	In classroom	Separate Art and Music Rooms @ 1,200-1,500 s.f.; specialized equipment
Library	Depository for books	Books, computers, media serves as major curriculum support
Special education (approx. 15% of total enrollment- 900+ students)	Possibly separate classroom, few students in school	Included in regular classes, plus many small instruction rooms, carpeted rooms (Occupational therapy, speech), conference room for parents & staff to conduct required meetings
English Language Education	Few students. No program.	Growing population with specialized space needs
Storage	Little needed	Specialized curriculum programs and units demand much space
Handicapped accessibility	Little or no accommodations made	All areas of the school must be accessible

¹ See Rothstein, Richard, *The Way We Were? The Myths and Realities of America's Student Achievement* (2003); Castaldi, Basil *Educational Facilities 4th edition* (1993); Conrad, Marion *Educational Programs and School Capacity* (1952 Ohio-State University doctoral dissertation)

As we consider the options for facility renovations/additions here are some educational program considerations:

Preschool/Kindergarten/Elementary

- Is the current model of a separate kindergarten building/program a desirable long-term option? We may wish to consider the educational advantages of housing K students with other elementary or pre-school students.
- There is an increased need for multi-age/multi-grade classrooms (for example, a PreK/K, or K/1, and more full-day K) in the district as we work to include students with disabilities with their typically-developing peers in the classroom.
- There is a trend and demand for full-day kindergarten for all students. This would significantly increase our space needs for this age population.
- As our population of low-incidence students with special needs increases, we will need to begin clustering some SPED programs and select or acquire the appropriate facilities to fit the program needs. We may also need to assign some ELL or SPED students to schools outside their normal neighborhood schools for better service capacity.
- The increased support staff required to service reading, ELL, Title I, and SPED populations requires office/desk/storage/meeting spaces for the associated staff members at all applicable schools.

Middle/High School

- As our autistic/developmentally delayed population ages, we will need more life skills classrooms at the middle and high school.
- There is a clear need for alternative program spaces at the middle and high school levels. This could be on or off-site, but at least two rooms are required as a minimum start-up at each level, along with conference space/teacher office space.
- At the high school level the current configuration is very departmentalized. In order to make our very large school more effective and personal, it may be necessary to reconfigure at least grades 9/10 into a “House” or “Looping” configuration, mixing academic content areas within one section of the building. This has implications for specialized spaces, such as science as we add classrooms to the building to support increased enrollment.

District-wide

- Increased capacity to support technology is a must-have. This includes planning for built-ins: smart boards, projection units (get rid of television sets), enhanced wireless capacity, printing and copying.
- The national trend towards fitness/wellness might have implications for additional physical education space at all grade levels.
- As we consider adding a PreK-12 guidance director to the staff, providing appropriate space for this staff member and a secretary would be needed.
- Additional space for teacher professional development programs is needed and would be well used.



**Shrewsbury Public Schools
Massachusetts 01545**

MAJOR CAPITAL IMPROVEMENT PLAN

Background

Shrewsbury is in a minority of Massachusetts school districts with regard to the maintenance and custodial services of school buildings. Unlike most districts that employ their own administrator to manage these services, Shrewsbury allocates the responsibility for maintaining all public buildings, including schools, to the town manager. He delegates this responsibility to a town-wide Superintendent of Public Buildings.

The current Superintendent of Public Buildings, Robert Cox, has devised a schedule of major capital projects for school buildings based upon facility needs. He has deliberately parceled these out over several years so as to spread the financial impact and increase the likelihood of funding each one.

The funding for each of the projects listed in the chart below is subject to appropriation. It should be noted that the chart above is a selection of only the school-related projects from a larger list of capital projects encompassing all municipal and school projects.¹

CAPITAL BUDGET PROGRAM: FISCAL YEARS 2007-2011

Project	Estimated Cost	Suggested Schedule of Project Costs by Year				
		2007	2008	2009	2010	2011
1. Paton School- replace floor covering in classrooms*	\$80,000	\$80,000				
2. New gas burners for two boilers at Paton School	\$27,000		\$27,000			
3. New gas burners for four boilers: two @ Beal, and two @ Coolidge	\$54,000			\$54,000		
4. Beal: replacement windows	\$316,000			\$316,000		
5. Paton School- pulverize and repave playground & driveways	\$150,000				\$150,000	
6. Spring St.-pulverize and repave main driveway, berms, sidewalks	\$112,000				\$112,000	
7. Replace carpeting in 23 modular classrooms	\$44,000					\$44,000
8. Floral St.-paint interior	\$47,000					\$47,000
Total	\$830,000	\$80,000	\$27,000	\$370,000	\$262,000	\$91,000

* \$80,000 appropriated at May 2003 Annual Town Meeting (ATM). Balance to complete requested at May 2006 ATM for FY07.

¹ Source: Capital Budget Schedule dated 11/5/2004 from Robert Cox, Superintendent of Public Buildings.

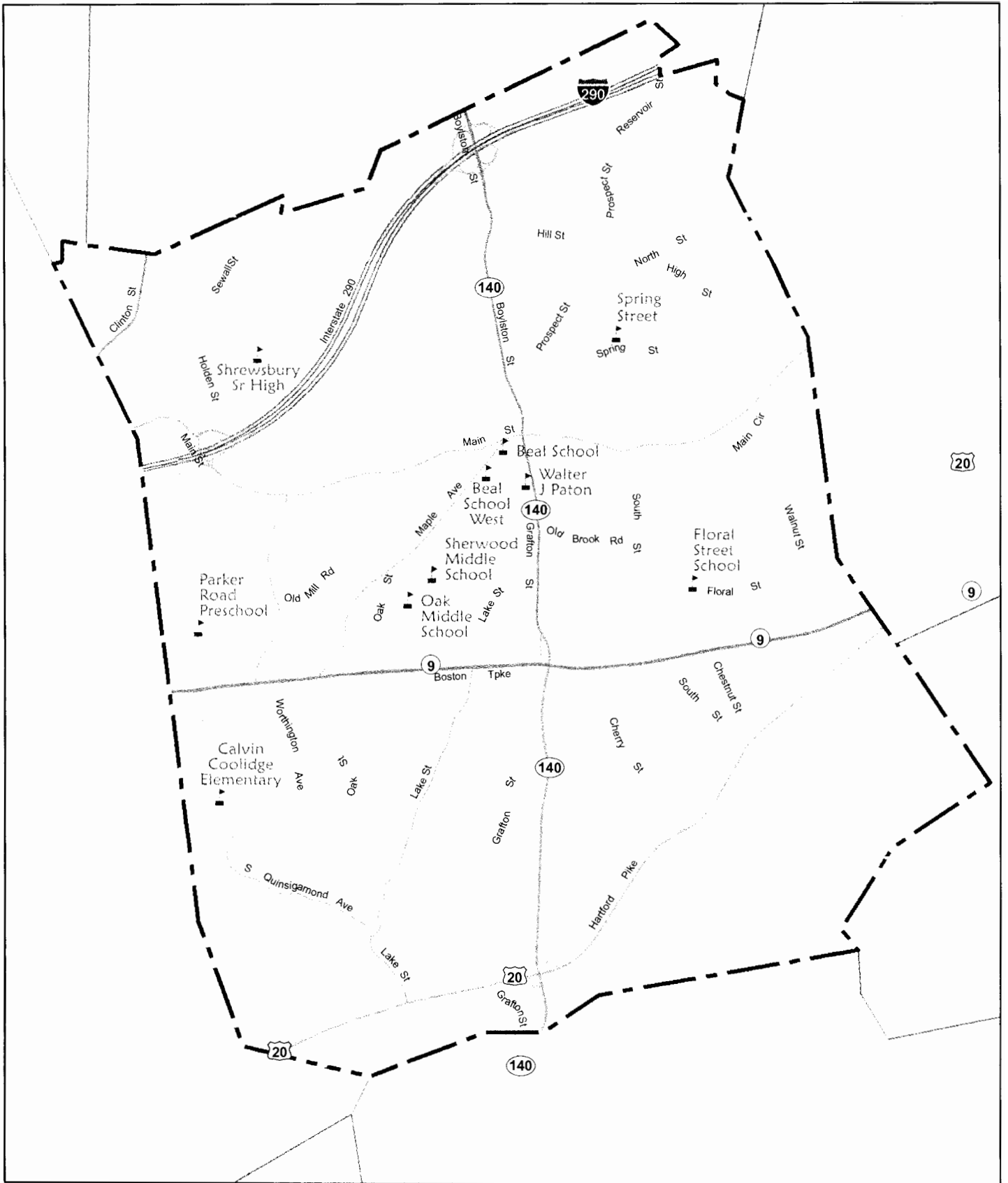
Traffic Flow Deficiencies

With the implementation of fee-based busing in the 2005-2006 school year, the issue of traffic flow and safety has become a high priority. To accommodate the increased traffic flow at our schools into the future, we should commission a traffic engineer to study the volume and flow of vehicular and pedestrian traffic at each site. The goal of the study would be to make adjustments in our site and access plans to ensure the highest degree of safety possible.

Bathroom Facilities at Sherwood Middle School

Each of the long-term options calls for a renovation or replacement facility for Sherwood Middle School. However, it may be quite some time (at least 3-5 years or longer) before this project becomes a reality. The school currently has four bathrooms (two boys and two girls) located in the center of the facility to service approximately 1,000 students. Exacerbating the problem is the fact that the 10 portable classrooms do not have any bathroom facilities and it is a very long walk from the portables to a bathroom facility.

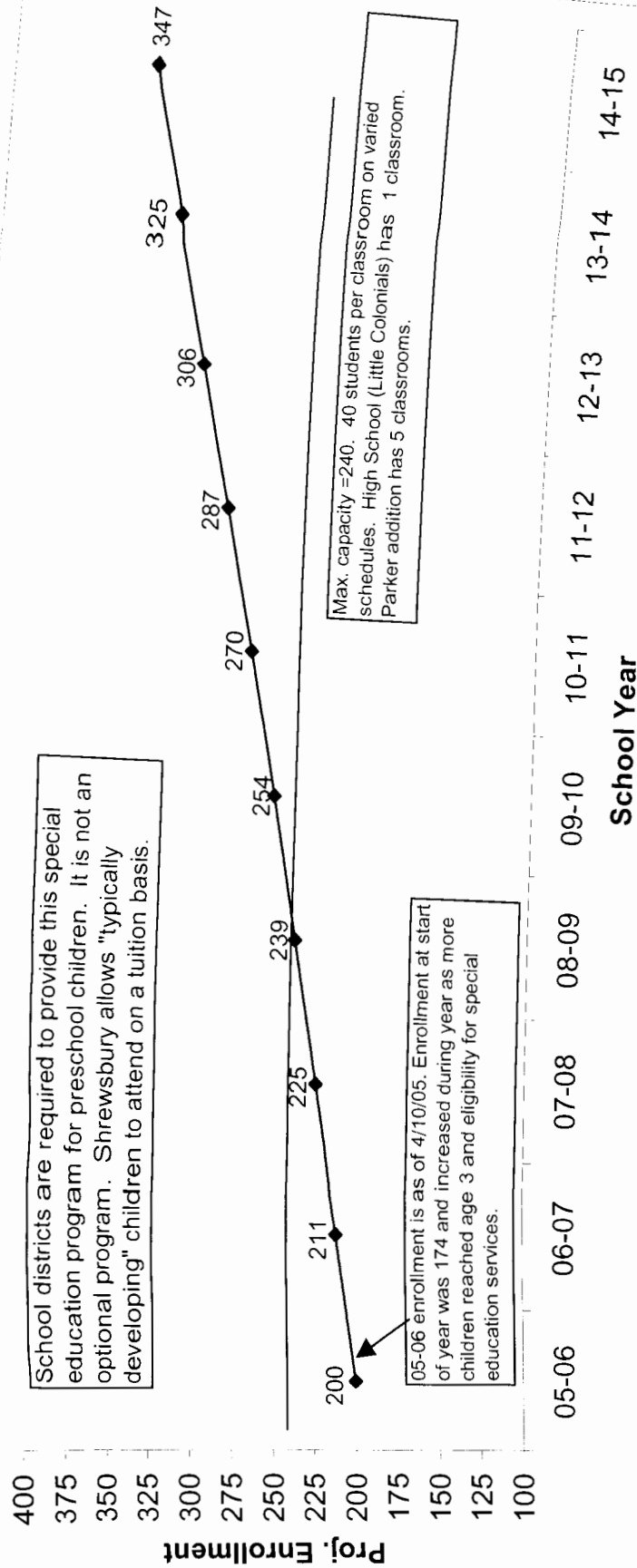
Good sanitation and time efficiency require us to seriously consider an interim solution. Upon renovation or replacement the current building codes will require far more bathroom facilities than we have now.



Shrewsbury Public Schools

as of August 2005

PRESCHOOL ENROLLMENT PROJECTION



	Actual		Projected										
	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15			
Total	200	211	225	239	254	270	287	306	325	347			
Little Col.	24	23	23	23	23	23	23	23	23	23			
Parker	176	188	202	216	231	247	264	283	302	324			

Enrollment projection is based upon 7% annual growth rate in this population. 7% rate is the average for the last five years.

Beal West

2 Wesleyan Terrace

Basic Data:

- | | |
|----------------------------------|--------------------------|
| • Constructed: | Leased through July 2006 |
| • Grades: | Half Day K |
| • 2005-2006 Enrollment: | 72 |
| • Building Gross Square Footage: | 2,500 S.F. |
| • Parking Spaces: | 8 |
| • Acreage: | <1 |

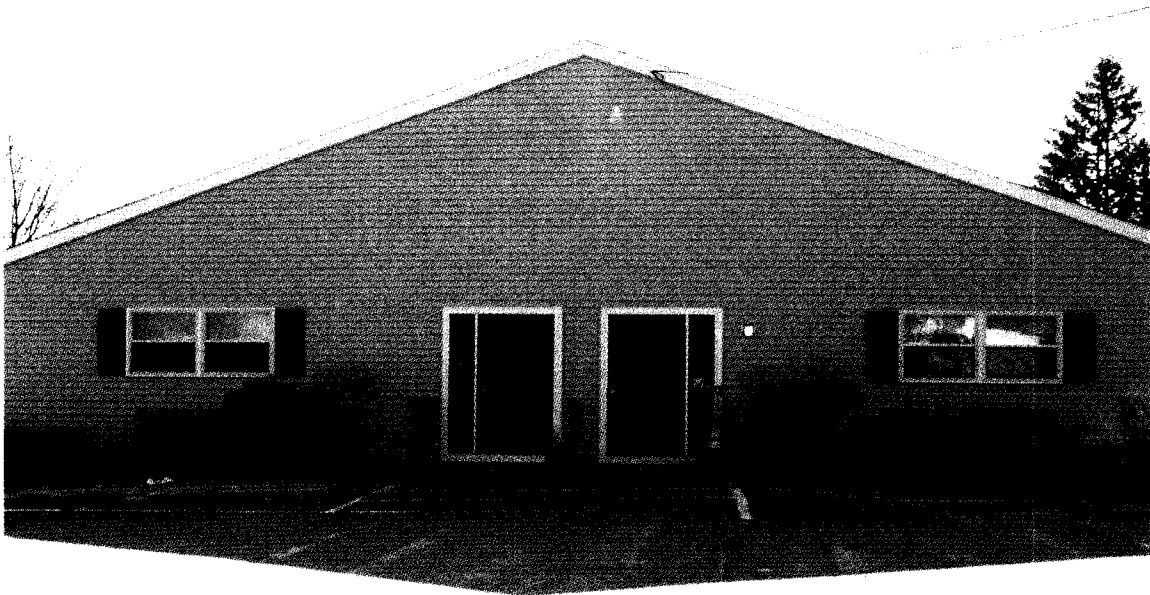
Key Features & Challenges:

The district began leasing this facility in 1997 to house the preschool program. Due to growth in the preschool population that program was moved to the Parker Road Facility. Because of its close proximity to Beal School, the district retained Beal West to handle the increased enrollment at the kindergarten level.

This facility is comprised of two classrooms, a small office and kitchenette, and bathrooms facilities. It also has a small but newly renovated playground area. Students assigned to this school spend one day per week at Beal School to make use of specialized spaces and receive instruction in physical education, media, and music.

The staff and kindergarten program are supervised by the Beal School principal.

The current lease is in effect through July 31, 2006. Future leases will be contingent upon negotiation with the owner and are not guaranteed.



Beal School

1 Maple Avenue

Basic Data:

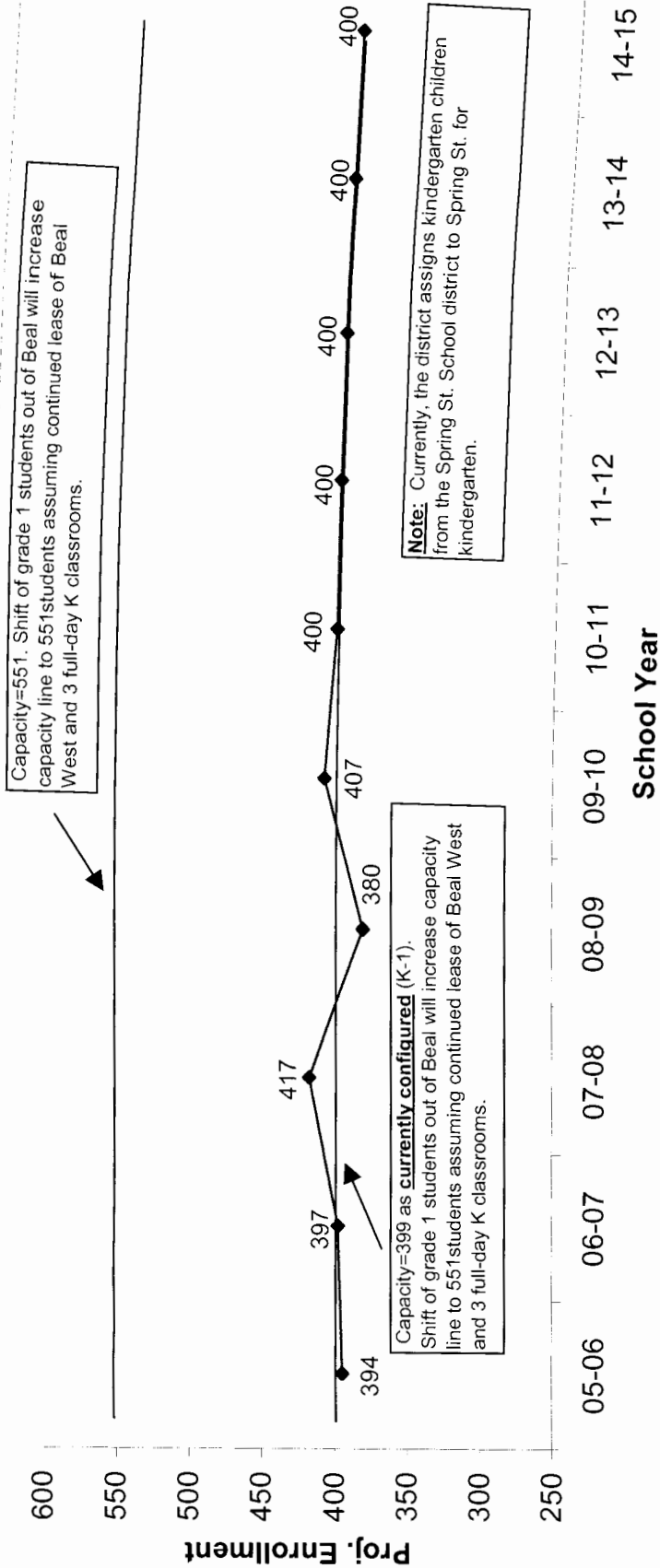
- Constructed: 1922
- Grades: Half Day K
Full Day K
Grade 1
- 2005-2006 Enrollment: 354
- Building Gross Square Footage: 32,100 S.F.
- Parking Spaces: 88, 4 handicapped
- Acreage: 3.5

Key Features & Challenges:

While this school possesses lots of character, it will require a significant and ongoing investment to maintain its suitability as an Early Childhood Center in the future. Due to space limitations expansion of the full-day kindergarten program is not feasible. While Hascall Street has been widened and a new parking lot installed recently, the site and access limitations make the student drop-off and pick-up procedures cumbersome and inefficient.



KINDERGARTEN ENROLLMENT PROJECTION



Actual	Projected											
	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	Unborn	Unborn
Total	394	397	417	380	407	400	400	400	400	400	400	400
Kindergarten	394	397	417	380	407	400	400	400	400	400	400	400
Current Age	6	5	4	3	2	Unborn-1	Unborn	Unborn	Unborn	Unborn	Unborn	Unborn
Births	460	446	468	426	457	449	449	449	449	449	449	449

Capacity Calculation-as currently configured	
Sections	Max. Size
Half-Day K	18
Full Day K	3
Grade 1	4
Capacity 399	

Capacity Calculation-K. only incl. Beal West		
Rooms	Sections	Max. Size
Half-Day K	13	19
Full Day K	3	19
Capacity		551

Coolidge School

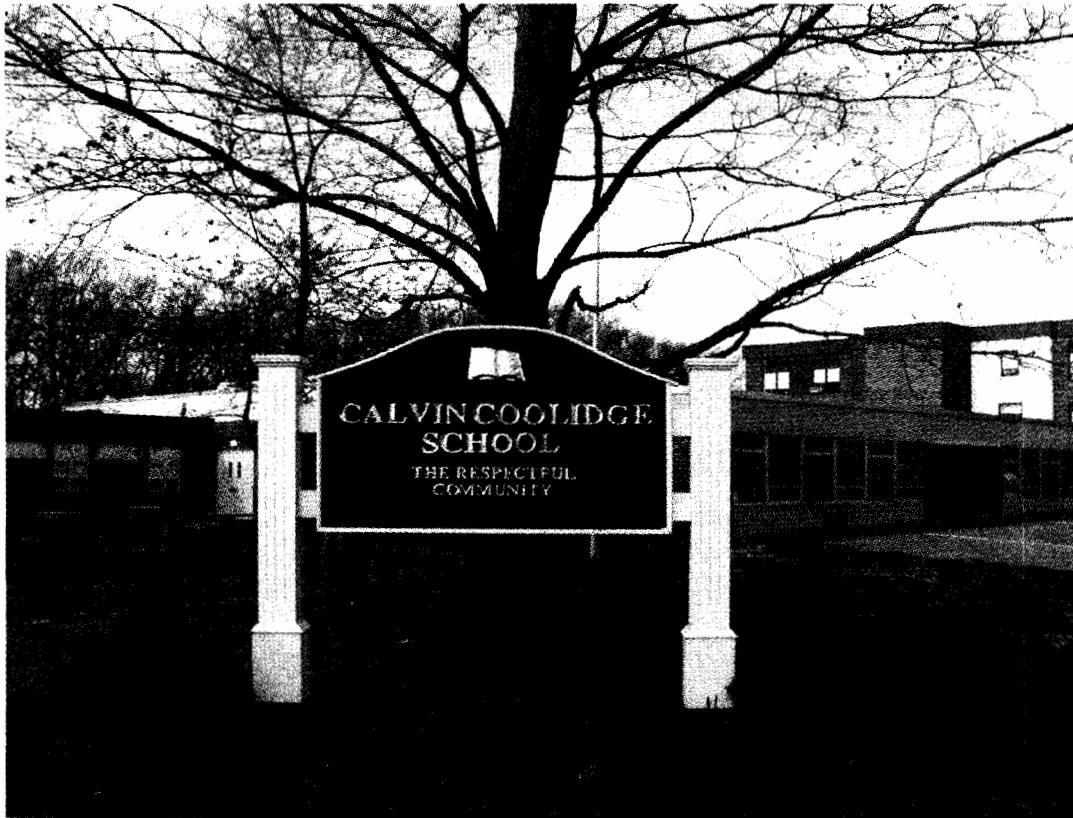
57 Florence Street

Basic Data:

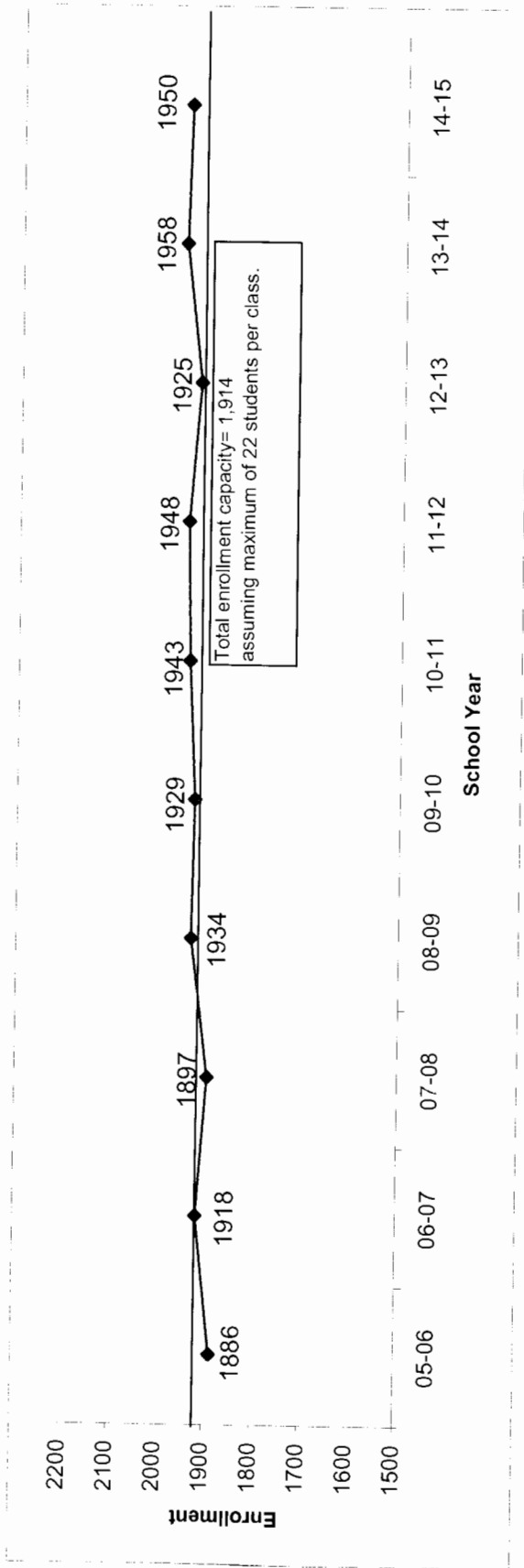
- Constructed: 1927/1940-A/1969-A/1986-R
- Grades: 1-4
- 2005-2006 Enrollment: 333
- Building Gross Square Footage: 48,600 S.F. total (including modulars)
- Modular Classrooms added in 1995: 4/ 4,500 S.F.
- Parking Spaces: 47, 3 handicapped
- Acreage: 21

Key Features & Challenges:

With several renovations and additions since original construction, the school presents itself as a disjointed facility on a small site. However, the school is in solid condition and operates well for the elementary population. The key challenges in the future will be replacement of the four portable classrooms and improvements to the traffic flow. The school has a one-way traffic pattern with only one entrance and exit road.



ELEMENTARY ENROLLMENT PROJECTION **(Grades 1-4)**



	Actual	Projected											
	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15			
Total	1886	1918	1897	1934	1929	1943	1948	1925	1958	1950			
Grade 1	452	461	465	488	445	476	468	468	473	468			
Grade 2	466	468	477	481	505	460	493	484	487	489			
Grade 3	502	467	469	478	482	506	461	494	485	488			
Grade 4	466	522	486	487	497	501	526	479	513	505			

	Total			Less		Net Core		Max.	
	Classrooms	SPED Room	Art/Music Room	Classrooms	Class Size	Classrooms	Capacity	Classrooms	Capacity
Paton	20	-1	-2	17	22	17	374		
Coolidge	22	-1	-2	19	22	19	418		
Floral	33	na	-1	32	22	32	704		
Spring	22	-1	-2	19	22	19	418		
Total Capacity								1914	

Shaded areas indicate children not yet born.

Floral Street School

57 Floral Street

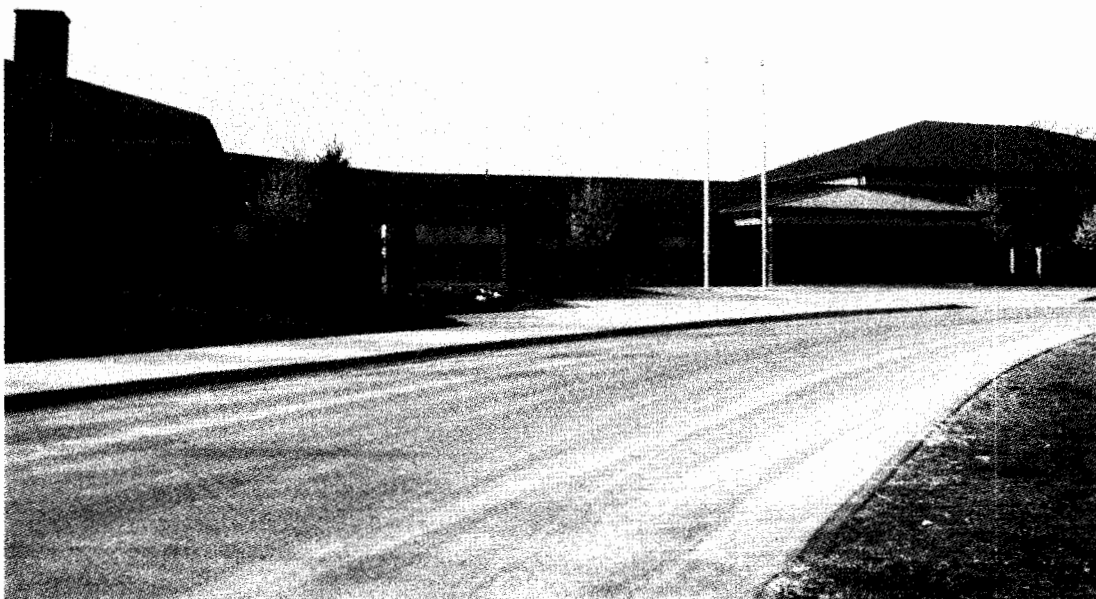
Basic Data:

- Constructed : 1997
- Grades: 1-4
- 2005-2006 Enrollment: 744
- Building Gross Square Footage: 94,000 S.F.
- Parking Spaces: 105, 6 handicapped
- Acreage: 38

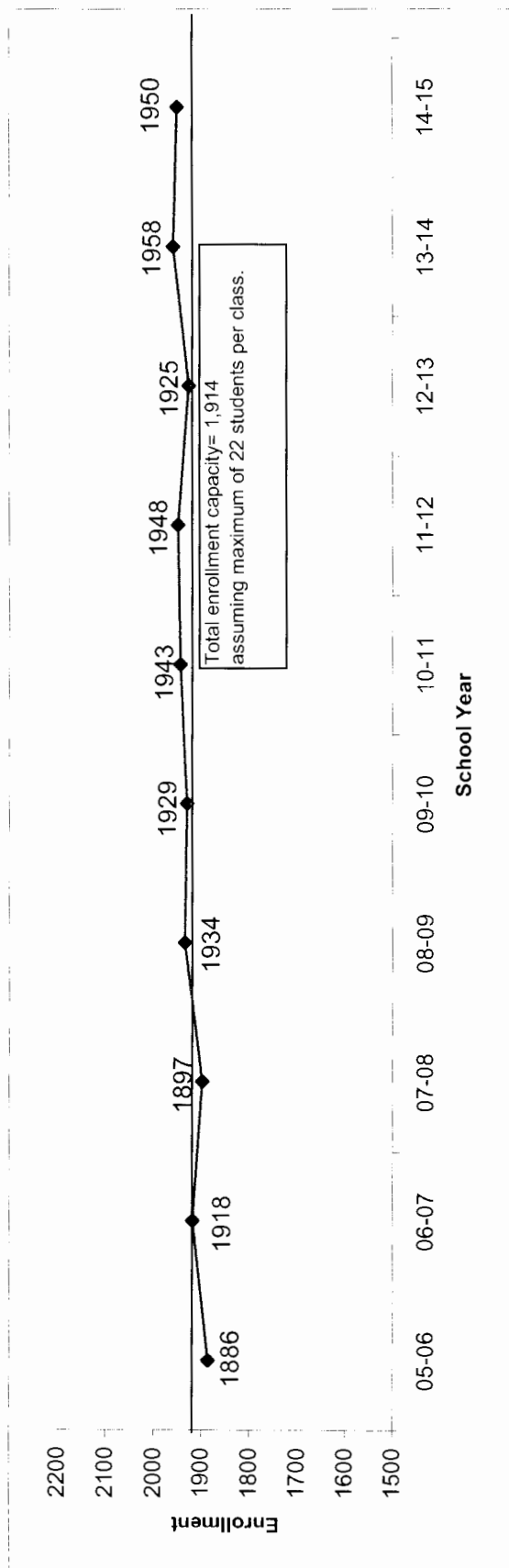
Key Features & Challenges:

This facility and its site are in excellent condition. Challenges for the future include decreasing the student population through redistricting so as to reduce the burden on core facilities and restore the faculty workroom and occupational therapy room to their original locations.

The basement houses the district storage area and also the newly created school/town records storage area.



ELEMENTARY ENROLLMENT PROJECTION **(Grades 1-4)**



	Projected													
	Actual	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15			
Total	1886	1918	1897	1934	1929	1943	1948	1948	1925	1958	1950			
Grade 1	452	461	465	477	488	488	476	468	468	473	468			
Grade 2	466	468	477	481	481	460	460	493	484	487	489			
Grade 3	502	467	469	478	478	506	461	461	494	485	488			
Grade 4	466	522	486	487	487	497	501	526	479	513	505			

Shaded areas indicate children not yet born.

	Total Classrooms	Less SPED Room	Less Art/Music Room	Net Core Classrooms	Max. Class Size	Max. Capacity
Paton	20	-1	-2	17	22	374
Coolidge	22	-1	-2	19	22	418
Floral	33	na	-1	32	22	704
Spring	22	-1	-2	19	22	418
Total Capacity						1914

Spring Street School

123 Spring Street

Basic Data:

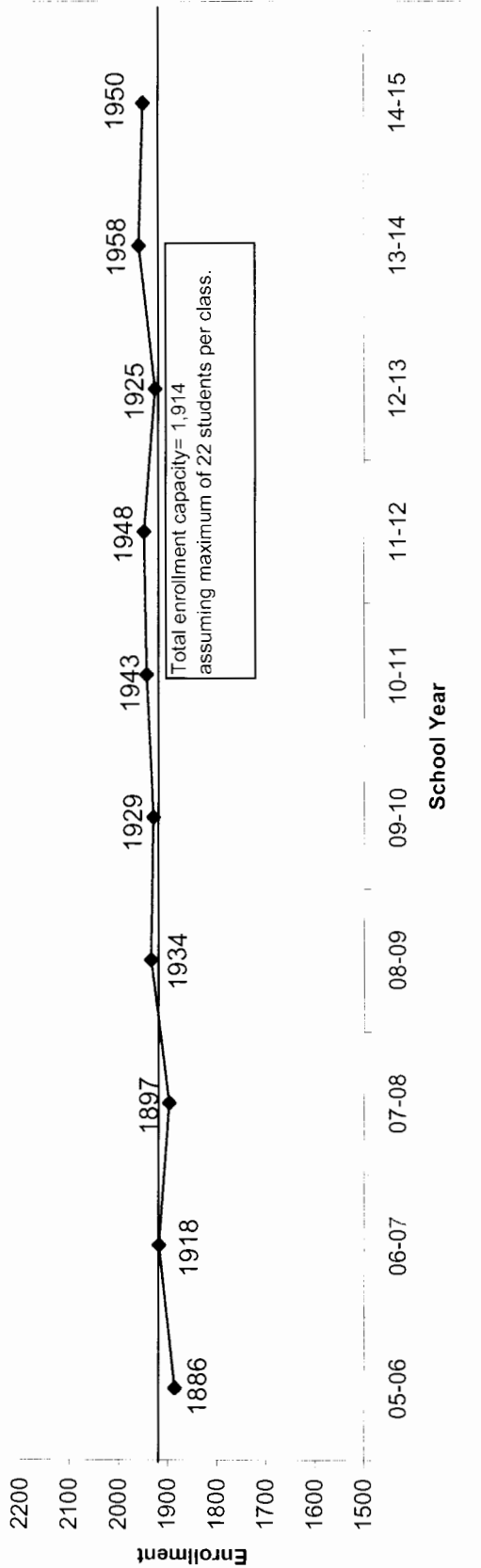
- Constructed: 1967
- Grades: 1-4
- 2005-2006 Enrollment: 414
- Building Gross Square Footage: 37,200 S.F. total (including modulars)
- Modular Classrooms added in 1995/2000 6/ 6,100 S.F.
- Parking Spaces: 27, 2 handicapped
- Acreage: 11

Key Features & Challenges:

Since its original construction six modular classrooms (capacity for 120-138 students) have been added with no additional expansion of core facilities or auxiliary spaces. Replacement of the two oldest modulars must be planned in the future. Some expansion and/or remodeling of the cafeteria/kitchen and media center should also be considered.



ELEMENTARY ENROLLMENT PROJECTION **(Grades 1-4)**



	Actual		Projected											
	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15				
Total	1886	1918	1897	1934	1929	1943	1948	1925	1958	1950				
Grade 1	452	461	465	488	445	476	468	468	473	468				
Grade 2	466	468	477	481	505	460	493	484	487	489				
Grade 3	502	467	469	478	482	506	461	494	485	488				
Grade 4	466	522	486	487	497	501	526	479	513	505				

	Total		Less		Net Core		Max.	
	Classrooms	SPED Room	Art/Music Room	Classrooms	Class Size	Capacity		
Paton	20	-1	-2	17	22	374		
Coolidge	22	-1	-2	19	22	418		
Floral	33	na	-1	32	22	704		
Spring	22	-1	-2	19	22	418		
Total Capacity						1914		

Shaded areas indicate children not yet born.

Walter Paton School

58 Grafton Street

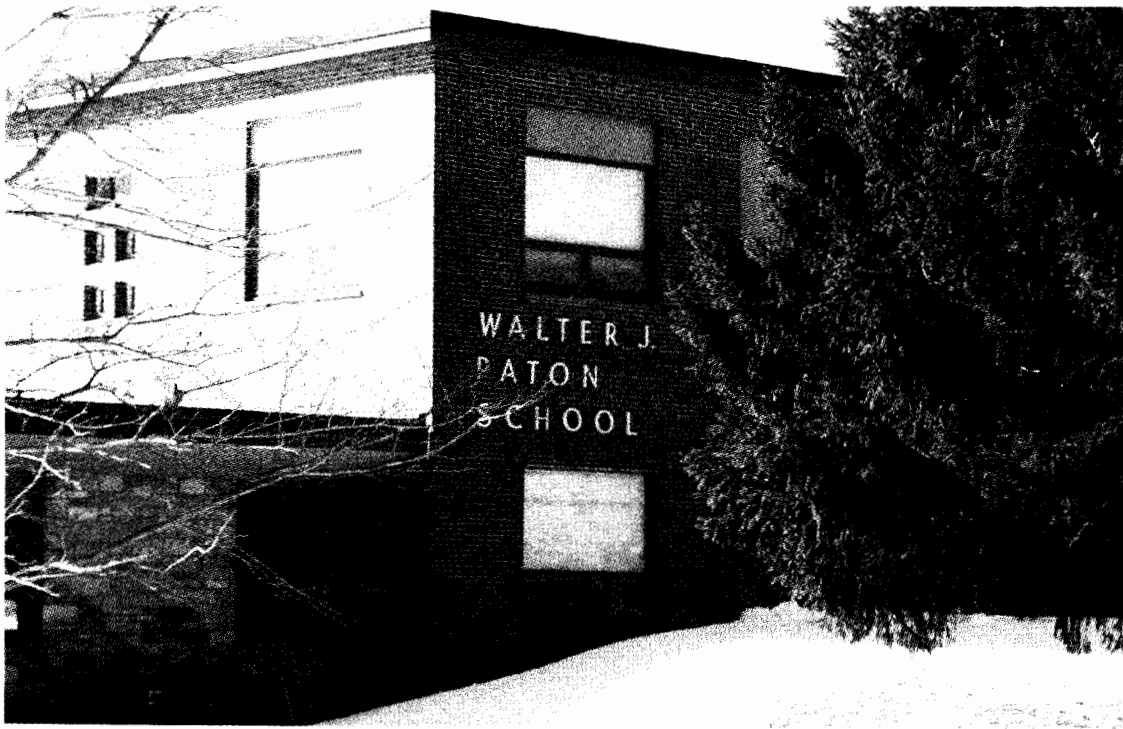
Basic Data:

- Constructed: 1950
- Grades: 1-4
- 2005-2006 Enrollment: 361
- Building Gross Square Footage: 37,300 S.F. total (including modulars)
- Modular Classrooms added in 2000 3/ 3,300 S.F.
- Acreage: 6

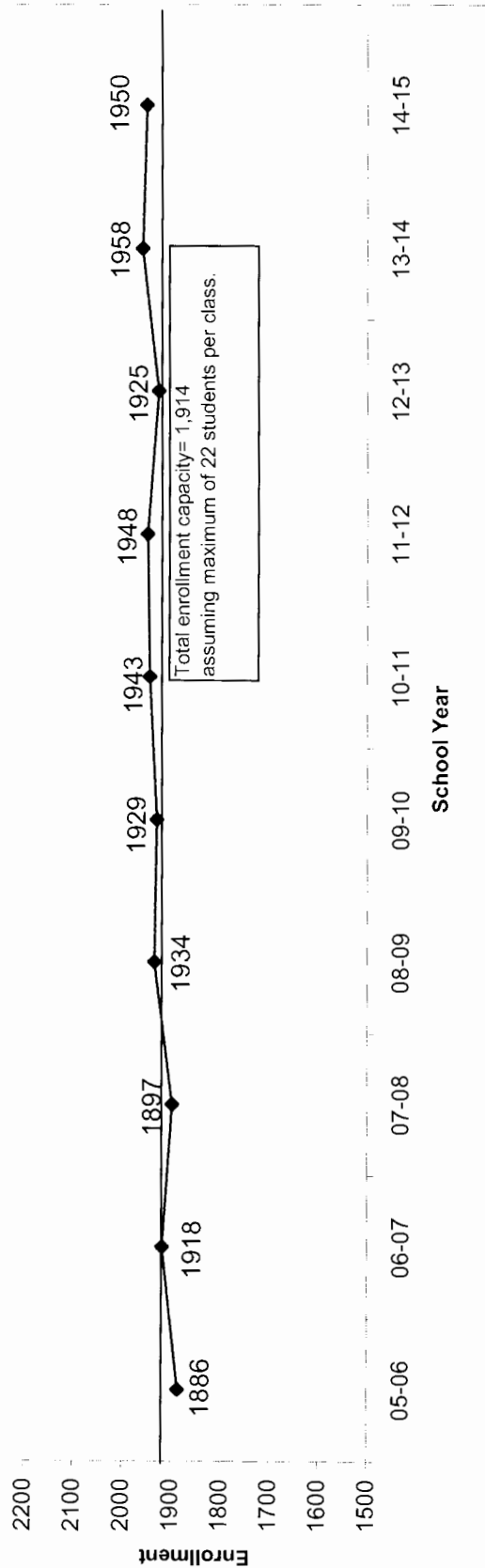
Key Features & Challenges:

This school has significant deficits in its core facilities. Termed the “triple threat”, its gymnasium, cafeteria, and auditorium are all in a single room. Further this gym/café/auditorium space is comparatively small. This makes scheduling physical education classes and lunches difficult and limits the program. The kitchen is also a very small space with little room for storage of food supplies. The media center is also comparatively small limiting the amount of printed materials and offering no work areas for classes, small groups, or individual students.

This school is in need of expansion and updating of its core facilities to create a closer degree of parity amongst other district elementary schools and meet the learning needs of its students into the future.



ELEMENTARY ENROLLMENT PROJECTION **(Grades 1-4)**



	Projected													
	Actual	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15				
Total	1886	1918	1897	1934	1929	1943	1948	1925	1958	1950				
Grade 1	452	461	465	488	445	476	468	468	473	468				
Grade 2	466	468	477	481	505	460	493	484	487	489				
Grade 3	502	467	469	478	482	506	461	494	485	488				
Grade 4	466	522	486	487	497	501	526	479	513	505				

	Total Classrooms	Less SPED Room	Less Art/Music Room	Net Core Classrooms	Max. Class Size	Max. Capacity
Paton	20	-1	-2	17	22	374
Coolidge	22	-1	-2	19	22	418
Floral	33	na	-1	32	22	704
Spring	22	-1	-2	19	22	418
				Total Capacity		
				1914		

Shaded areas indicate children not yet born.

Sherwood Middle School

30 Sherwood Avenue

Basic Data:

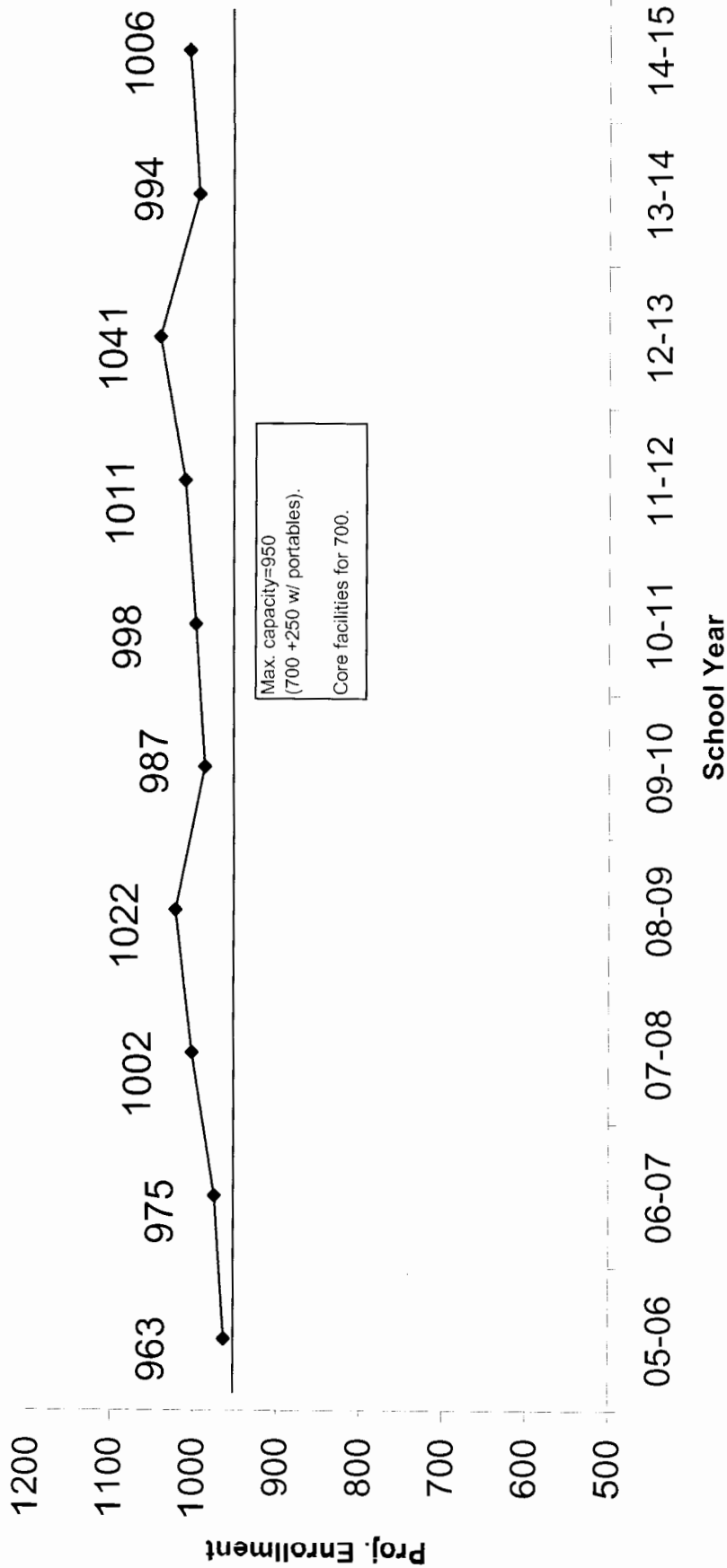
- Constructed: 1964
- Grades: 5-6
- 2005-2006 Enrollment: 958
- Building Gross Square Footage: 96,000 S.F. total (including modulars)
- Modular Classrooms added in 1995 10/ 11,000 S.F.
- Parking Spaces: 112, 3 handicapped
- Acreage: 50 shared with the Oak Middle School

Key Features & Challenges:

This school is viewed as a top priority for renovation or replacement. All of the major physical plant systems are in need of replacement (i.e. plumbing, electrical, HVAC). The core facilities were built for 700 and are not adequate to meet the enrollment that will soon exceed 1,000 students. The site does not provide for an adequate flow of traffic and the site is congested at the beginning and end of each day. Finally, the school does not have the amount or types of specialized spaces needed to instruct a diverse student population at these grades. Future plans must include more spaces dedicated to the special education and allied arts programs (music, art, media, technology).



SHERWOOD MIDDLE SCHOOL ENROLLMENT PROJECTION



	Actual	Projected									
		05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Total	963	975	1002	1022	987	998	1011	1041	994	1006	
Grade 5	502	472	529	492	494	504	507	533	486	520	
Grade 6	461	503	473	530	493	494	504	508	508	486	

Current	5	4	3	2	1	K	Not enrolled	Not enrolled	Not enrolled	Assumed Birth
Grades	6	5	4	3	2	1	K	Not enrolled	Not enrolled	Not enrolled

Oak Middle School

45 Oak Street

Basic Data:

- Constructed: 1957/1981-A/2004-R
- Grades: 7-8
- 2005-2006 Enrollment: 929
- Building Gross Square Footage: 169,400 S.F.
- Parking Spaces: 267, 8 handicapped
- Acreage: 50 (shared with Sherwood Middle School)

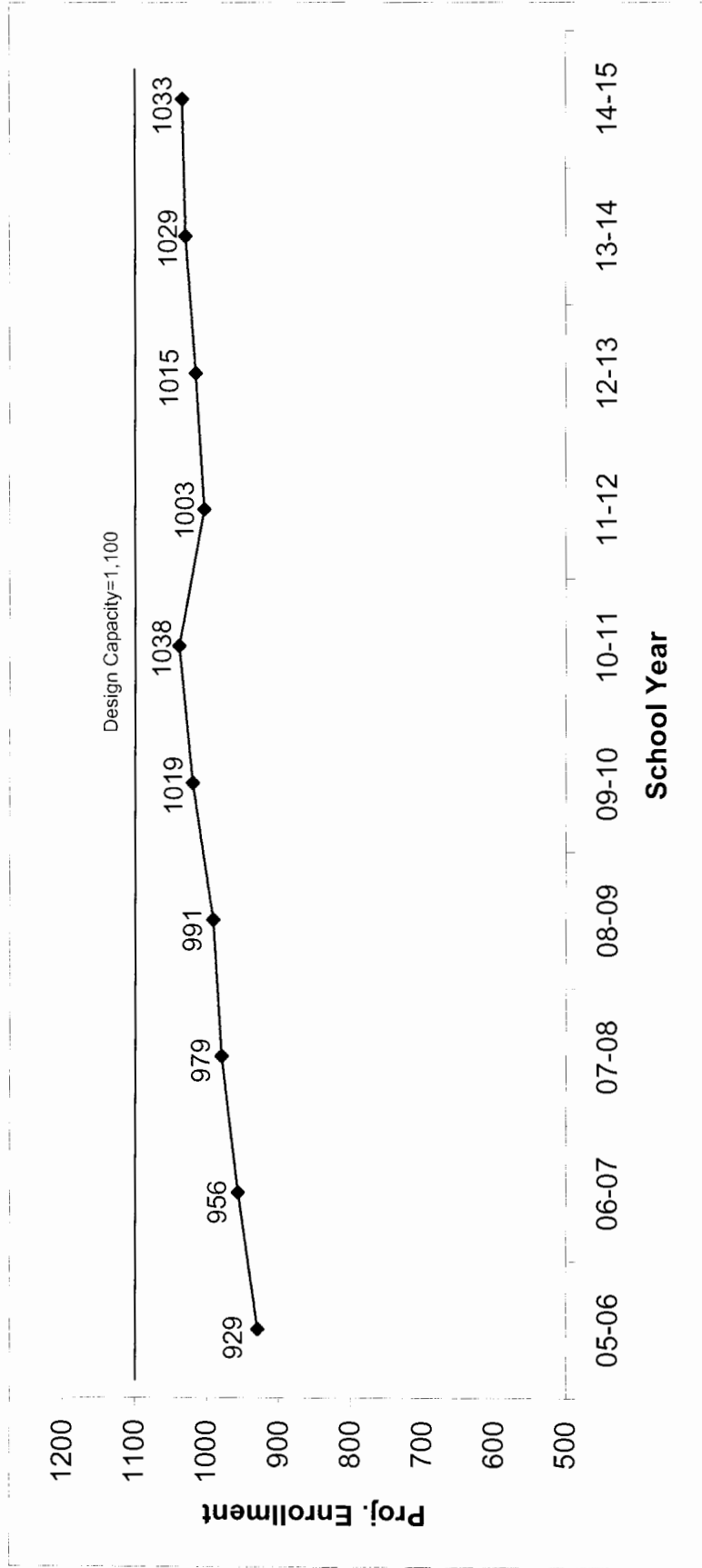
Key Features & Challenges:

This newly renovated school will service the grade 7-8 population well in the future. It has sufficient seating capacity and core facilities to meet the increasing enrollment.

However, one challenge that faces the school now and into the future is safely managing the daily traffic flow. While sharing the same campus as Sherwood Middle School has advantages, it also has the disadvantage of exacerbating the traffic volume and flow issue. A second access road to the Sherwood Middle site from Crescent Street would divert much of the traffic away from Oak Middle and mitigate this problem.



OAK MIDDLE SCHOOL ENROLLMENT PROJECTION



	Actual		Projected											
	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15				
Total	929	956	979	991	1019	1038	1003	1015	1029	1033				
Grade 7	486	467	509	479	537	499	501	511	515	515				
Grade 8	443	489	470	512	482	539	502	504	514	518				
Current Grades	7	6	5	4	3	2	1	K	Not enrolled	Not enrolled				
	8	7	6	5	4	3	2	1	K	Not enrolled				

Shrewsbury High School

64 Holden Street

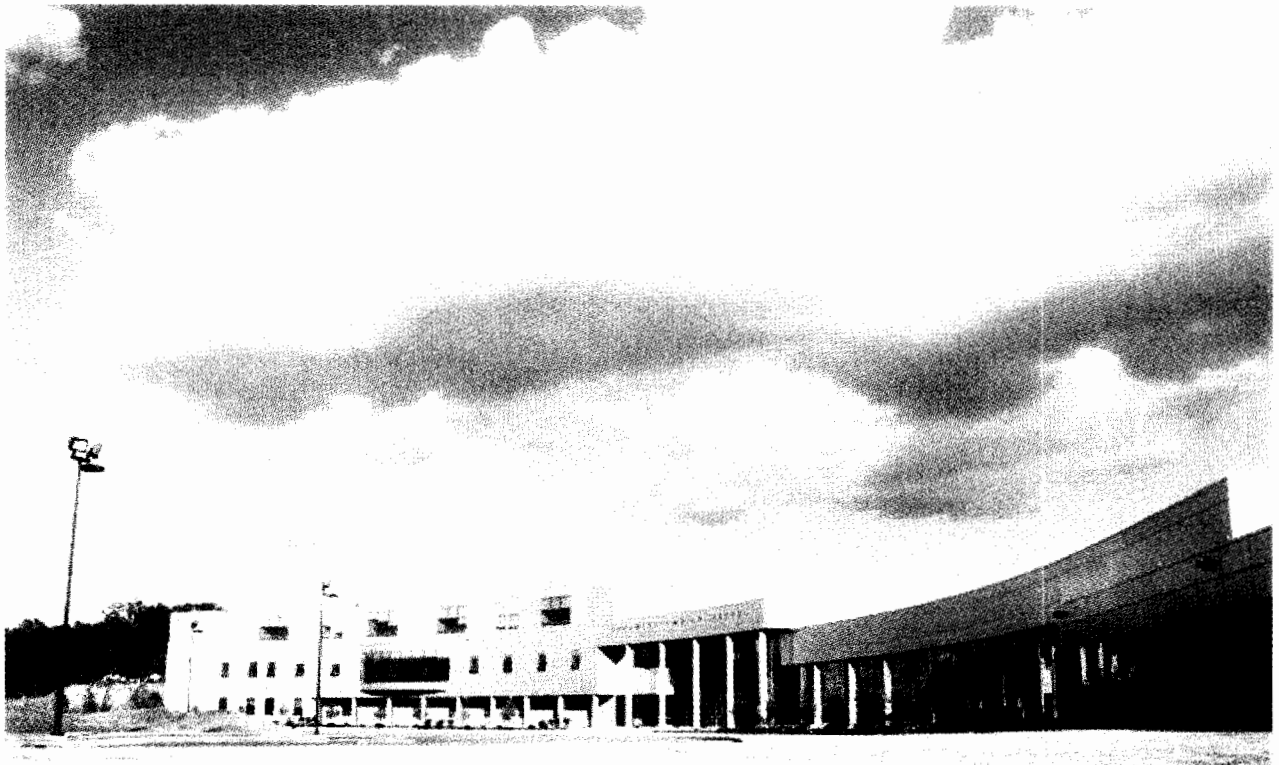
Basic Data:

- | | |
|----------------------------------|---------------------|
| • Constructed: | 2002 |
| • Grades: | 9-12 |
| • 2005-2006 Enrollment: | 1,516 |
| • Building Gross Square Footage: | 287,000 S.F. |
| • Parking Spaces: | 576, 19 handicapped |
| • Acreage: | 194 |

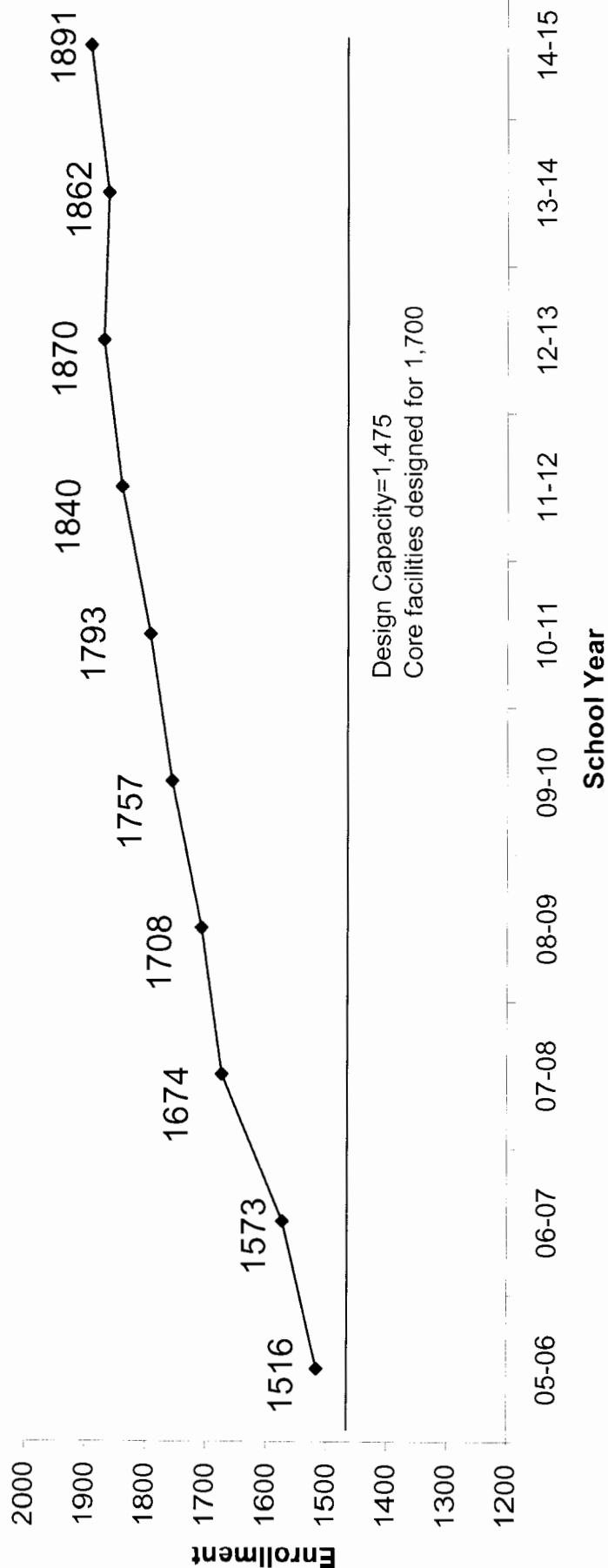
Key Features & Challenges:

Managing a sharp increase in enrollment (+400 students) in the next 7 years will be this school's biggest challenge. Having sufficient classroom space and managing the throughput of students through the cafeteria are critical planning requirements.

The school was designed with a future classroom addition in mind. Having professionals reviewing those plans and make detailed recommendations would be a prudent measure at this point in time.



HIGH SCHOOL ENROLLMENT PROJECTION



Actual		Projected									
	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	
Total	1516	1573	1674	1708	1757	1793	1840	1870	1862	1891	
Grade 9	425	411	453	435	475	446	500	465	467	476	
Grade 10	402	427	413	455	437	477	449	503	468	469	
Grade 11	345	393	418	404	445	428	467	439	492	458	
Grade 12	344	342	390	414	400	442	424	463	435	488	

Current Grades	8	7	6	5	4	3	2	1	K
	9	8	7	6	5	4	3	2	1
	10	9	8	7	6	5	4	3	2
	11	10	9	8	7	6	5	4	3

ected students for SHS are
oon currently enrolled

All projected students for SHS are based upon currently enrolled students.

FACILITY & ENROLLMENT PLAN: PRIORITIES

Priority Ranking	Discussion
Sherwood Middle School	<p>The renovation/addition or new construction at Sherwood remains the top priority for the school district. The building was built in 1964 and designed for 700 students. In the 1995-96 school year, 10 modular classrooms were added bringing the school's capacity to 950, but without change to the core facilities. The building does not serve well the educational program of a grades 5/6 middle school that will exceed 1,000 students in 2007-08. All major physical plant systems are in need of replacement. A building committee has been formed and should convene again to continue the development of the project. An addition/renovation or the replacement of the building should be studied.</p>
Paton School	<p>An addition/renovation to Paton School, built in 1950, is the second priority at this time. Three modular classrooms were added with no change to the core facilities. Currently, Paton is the only school in Shrewsbury with a single room that serves as the cafeteria, gymnasium, and assembly hall. As a result, the scheduling of the educational program is extremely difficult. An addition/renovation is needed to address the undersized core facilities (gymnasium, library, etc.) and provide additional classroom capacity to the elementary inventory of school buildings.</p>
A New Elementary School	<p>The Beal School, built in 1922, is nearing the end of its life as a school. The structure is in need of system updates; it does not have the features needed for education today (specialized spaces, etc.), and the site is too small (3.5 acres). For these reasons, the school cannot be a full service school for students in kindergarten through grade four. Secondly, there is an emerging emphasis on the value of full-day kindergarten from the Department of Early Education and Care. Full day kindergarten is needed in Massachusetts to respond to the readiness of children. Our parent community is also asking for full day kindergarten to support the lifestyles of their families. Since there are few full day classes, a lottery is held each year to select students. A new elementary school would enable the district to consider the option of full day kindergartens, most likely in each of the elementary schools. This would be a change from the early childhood model that has characterized our program for several years and discussion would be needed regarding such a change.</p>

Parker Road Preschool	<p>The Parker Road Preschool is housed in facilities under the authority of Shrewsbury's electric light and cable company (SELCO). A construction project was completed in 2003 that added five classrooms to the four-classroom facility. Recently, SELCO, which also uses the facilities at the Parker Road site, informed the school department that it must move back into one of the classrooms in the original structure. Beginning in 2009, the facility will begin to struggle to meet the needs of the preschool population. The assignment of nearly all preschool children (some children are at the high school-Little Colonials) at a small, mixed-use site remains a question for the district leadership. A new elementary school will allow consideration of more than one site for the increasing preschool population.</p>
Close Beal School	<p>As indicated above in the rationale for the construction of a new elementary school, Beal School should not be used as a school when a new school is opened. The school may have utility for other school and/or town purposes, however. The school options could include: school district offices to provide space for municipal departments in town hall; district special education offices; provide space for preschool children currently at the Parker Road Preschool; or meeting rooms for professional development for teachers and administrators.</p>
Shrewsbury High School	<p>Shrewsbury High School, opened in the 2002-03 school year, has a classroom capacity of 1,475 students with core facilities to accommodate 1,700. The school was designed for a classroom addition in the future. The school's enrollment is expected to reach 1,891 by 2014. The size of the school (287,000 sq. ft.) and ample core facilities do allow time for the town to address the continuing enrollment increases in the years ahead. At the same time, the school will need additional classroom space.</p>